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ABSTRACT

A review of the higher education business affairs literature provided the data for this report. Five topics are addressed: (1) the major categories of business affairs management positions below that of chief business officer; (2) counts or estimates of the number of people in each major position category; (3) education and experience requirements for the different positions; (4) activity or task requirements for each major position; and (5) the major inservice management development programs now available for business affairs officers. Ideas and comments are presented regarding the preparation of instructional materials, program content, and the delivery system for inservice education. Data are presented in tables and the statistical analyses are discussed. (MSE)

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COLLEGE AND UNIVERSITY BUSINESS OFFICERS: THEIR NUMERICAL REPRESENTATION, TASKS, AND TRAINING

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SUMMARY

This document is prepared after a thorough search of the higher education business affairs literature. The intent of the paper was to reveal the answers to the following questions:

1) What are the major categories of business affairs management positions below that of the chief business officer

2) What are the most reliable counts or estimates of the number of people in each major position category

3) What are the education and experience requirements for the different positions

4) What are the activity or task requirements for each major position

5) What are the major in-service management development programs now available for business affairs officers?

Ideas and comments regarding the preparation of instructional materials, program content and the delivery system for in-service education were offered.

1. MAJOR AREAS WITHIN BUSINESS AFFAIRS

There is no agreement in the literature as to exactly which major institutional activities should or do fall within the business affairs domain. Nor has the research attempted to determine what are the major categories below that of the chief business officer. The primary categories may only be inferred from:

1) The research which indicates the functions of the chief business officer with the expectation that major categories would be delegated to department heads

2) The amount of attention various areas receive in the business affairs literature including the opinions of authors regarding the major business areas

3) The organizational charts which have been presented in the literature.

1.1 Research Indications

The results of one study conducted in 1965 to determine the primary functions of 714 chief business officers in universities, liberal arts colleges and junior colleges are shown in Table 1. The nine major areas could signal areas delegated to division representatives. Although this study is now quite dated, no other study of the chief officers' responsibilities has been equally comprehensive. In a more recent study, the survey responses from 238 community college business officials showed their broad responsibilities to be accounting, inventory control, operations and maintenance of physical plant, personnel, and purchasing (Cullen, 1973, p. 2325-A). Accounting, physical plant management, personnel and purchasing were areas common to both studies.

1.2 Writers' Opinions of the Key Areas

Table 2 indicates the frequency with which various business areas were listed by 11 higher education writers as being primary roles. Over two-thirds of them mentioned financial accounting and reporting, collection and disbursement of funds, purchasing, auxiliary enterprises, physical plant, and personnel.

TABLE 1

PREVALENCE OF THE RESPONSIBILITY OF THE CHIEF BUSINESS OFFICER FOR BUSINESS FUNCTIONS IN 714 INSTITUTIONS: 1965

Function	Institution	
	Number	Percent Assigned Responsibility
Total	714	100.0
*1. Fiscal accounting and reporting	686	96.0
*2. Collecting income and disbursing funds	681	95.4
*3. Budget preparation and control	679	95.0
*4. Purchasing of equipment, supplies, and services	664	92.9
5. Payroll	641	89.8
*6. Business management of auxiliary enterprises	639	89.5
*7. Physical plant maintenance and operations	621	87.0
8. Business aspects of student loan program	609	85.3
9. Internal audit	541	75.8
*10. Nonacademic personnel administration and services	537	75.2
11. General services	531	74.4
12. Business management aspects of contracts other than research	522	73.1
13. Business management aspects of institutional studies	469	65.7
*14. Investment of endowment and other funds	465	61.1
*15. Planning and construction of buildings	457	64.0

Function	Institution	
	Number	Percent Assigned Responsibility
Total	714	100.0
16. Finances of intercollegiate athletics	450	63.1
17. Finances of student activities	456	63.0
18. Business management aspects of research contracts	434	60.9
19. Data processing	310	43.3
Total affirmative answers	10,384	

*Considered as major responsibilities.

Source: Department of Health, Education, and Welfare. Office of Education. Business Management: 1965 Survey of Chief Business Officers of Colleges and Universities, by Leslie F. Robbins and Paul K. Nance. Washington, D.C.: Government Printing Office, 1966, p. 4.

TABLE 2

FREQUENCY OF FUNCTION BEING NOTED AS PRIMARY BY WRITERS

Function	Lindsay & Holland (1930, pp. 77-78)	Russell (1954, pp. 7-10)	McVey & Hughes (1952, p. 93)	Burns (1962, pp. 127-133)	Millett (1962, pp. 193, 207-209)	U.S. Department (1962, pp. 14, 22-23)	National Committee (1968, pp. 12-14)	The Encyclopedia (1971, pp. 502-504)	Wattenbarger (1972, pp. 282-283)	National Committee (1974, p. 7)	Corson (1975, p. 207)	Totals
Financial accounting and reporting	x	x	x	x	x	x	x	x	x	x	x	11*
Physical plant	x	x	x	x	x	x	x	x	x	x	x	11*
Purchasing	x	x	x	x	x	x	x	x		x	x	10*
Auxiliary enterprises		x		x	x	x	x	x	x	x	x	9*
Collecting income and disbursing funds	x	x	x		x	x		x	x	x		8*
Personnel		x		x	x	x	x	x		x		7
Budget preparation and control	x	x		x		x				x	x	6
Internal audit			x			x	x	x		x	x	6
Planning (esp. construction)		x				x	x		x	x	x	6
Investment of funds		x			x		x				x	4
Service operations (e.g. duplication & messenger service)					x	x		x	x			4

TABLE 2 CONT.

Function	Lindsay & Holland (1930, pp. 22-78)	Russell (1954, pp. 7-10)	McVey & Hughes (1952, p. 93)	Burns (1962, pp. 127-133)	Millett (1962, pp. 193, 207-209)	U.S. Department (1962, pp. 14, 22-23)	National Committee (1968, pp. 12-14)	The Encyclopedia (1971, pp. 502-504)	Mattenbarger (1972, pp. 282-283)	National Committee (1974, p. 7)	Corson (1975, p. 207)	Totals
Systems & procedures						x	x			x	x	4
Supervision of student funds		x				x			x			3
Warehousing supplies and equipment	x					x			x			3
Legal matters							x	x				2
Contracts			x			x						2
Selling products		x	x									2
Financial promotion		x										1
Library direction		x										1
Research		x										1
Payroll						x						1
Transportation					x							1
Security					x							1

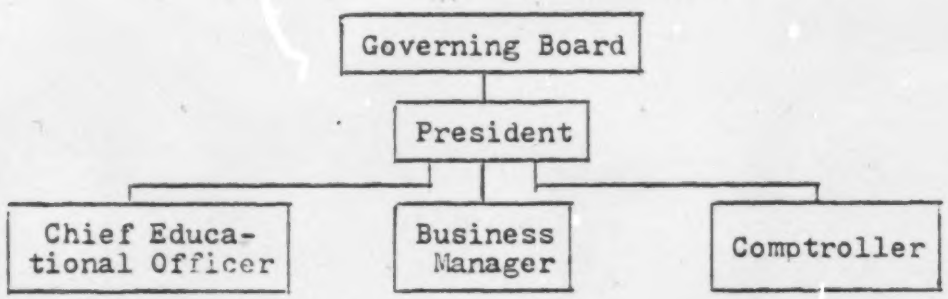
*Mentioned by at least two-thirds of the writers.

1.3 Major Categories as Indicated in Organizational Charts

It is through the discussion of organizational structures that one is provided a better understanding of the reasons for the variations in business affairs categories. The institutional business management and financial affairs may be two distinct divisions. "Some authorities have argued that the responsibility for administration of the physical plant and auxiliary enterprises should not be combined with financial responsibilities, but should be placed under one or more separate offices reporting independently to the president" (National Committee, 1952, p. 6). See Figure 1.

FIGURE 1

UNITARY TYPE OF ADMINISTRATIVE ORGANIZATION WITH CHIEF BUSINESS AND FINANCIAL OFFICERS RESPONSIBLE TO THE PRESIDENT



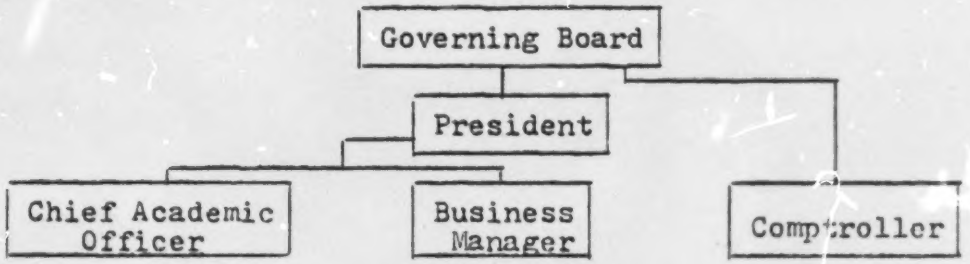
Source: National Committee on the Preparation of a Manual on College and University Business Administration., comps. College and University Business Administration. Vol. I. Washington, D.C.: American Council on Education, 1952, p. 7.

A similar structure which influences the business affairs staffing and functions is one where the treasurer is responsible to the governing board as seen in Figure 2.

More detailed charts are found in Appendix A. A perusal of them shows that the categories directly under the chief business officer include such unexpected areas as adult education and the student association. And yet, some similarities are evident. The common categories include those supervised by the comptroller or bursar, and the directors of purchasing, personnel, auxiliary enterprises and the physical plant.

FIGURE 2

DUAL TYPE OF ADMINISTRATIVE ORGANIZATION, THE PRESIDENT AND CHIEF FINANCIAL OFFICER RESPONSIBLE TO THE GOVERNING BCARD



Source: National Committee on the Preparation of a Manual on College and University Business Administration., comps. College and University Business Administration. Vol. I. Washington, D.C.: American Council on Education, 1952, p. 7.

1.4 A Composite Picture of Business Affairs Categories

Although there is no consensus as to what are or should be the major categorical areas below the chief business officer, when the related research, opinions and organizational charts are scrutinized, five areas most frequently appear:

1) Accounting, reporting, and collecting and disbursing funds

2) Purchasing equipment, supplies, and services

3) Personnel administration and services (i.e. typically non-academic personnel)

4) Business management of auxiliary enterprises

5) Physical plant maintenance and operations

2. NUMBERS OF PERSONS WITHIN EACH CATEGORY

It cannot be assumed that every institution will have at least one staff member acting as the director of each of the major business areas. As Russell (1954, p. 12) has stated, "In some very small colleges all administrative functions, including business affairs, are performed by a single officer, the president." Although this is typically not the case today, as seen in the appendix only the chief business officer and two assistants may be assigned to handle all business operations. And oppositely, business officers may have as many as 37 supervisors reporting to them (U. S. Department, 1966, p. 5).

The variance in staff size and the number of department directors is influenced by a combination of factors, including: numbers of students, faculty and employees; amount of annual expenditures and income budget; endowment, auxiliary services; the size and condition of the physical plant; types of funds and management methods; degree of business office centralization; institutional programs; volume of research, including contract research; economic conditions; extent of government projects (National Committee, 1952, p. 11; Russell, 1954, pp. 21-26).

Precise current data regarding the numbers of officers within the major business categories is nonexistent. It is therefore necessary to rely on past and up-to-date estimates.

2.1 Research Indications: 1963-1969 and 1975-1976

In 1963, from a universe of 1809 higher education institutions, 360 were randomly selected by the Office of Education to receive a questionnaire pertaining to present staff and expected needs. The estimates were developed by inflating the sample data (N=332) by an inflation factor which was the inverse of the probability with which an institution was selected to fall in the sample and then adjusted for non responses. Table 3 presents the resulting business affairs calculations.

More recent estimates were computed by your researcher using data provided in the College and University Personnel Association's 1975-1976 Administrative Compensation Survey Research Report. The report is based upon responses from 1,138 institutions out of a universe of 3,018 listed in the 1974-1975 Education Directory published by the Office of Education. The respondents were provided position titles

TABLE 3

NUMBER AND PERCENT OF FULL- AND PART-TIME BUSINESS AFFAIRS STAFF, OCTOBER 1963, AND ESTIMATED FURTHER NUMBER NEEDED FOR FULL-TIME REPLACEMENTS AND ADDITIONS, NOVEMBER 1963-OCTOBER 1969

Business Affairs	Staff, October 1963				Estimated further full-time staff needed November 1963-October 1969		
	Full-time		Part-time				
	Total		Total				
	Number	Percent[1]	Number	Percent[1]	Total	Replacement	Additions
Total	11,076	4.2	742	.9	7,145	2,043	5,103
Chief business officer	1,568	.6	149	.9	628	306	322
Accounting	2,421	.9	51	*	1,442	305	1,137
Physical plant management staff	1,793	.7	58	*	1,375	278	1,097
Auxiliary services management	3,740	1.4	430	.5	2,818	841	1,977
Other	1,554	.6	54	*	882	313	569

[1]Indicates the category as a percent of the total staff in professional positions which normally require a baccalaureate or higher degree.

*Indicates less than one-tenth of one percent.

Source: U. S. Department of Health, Education, and Welfare. Office of Education. Staffing American Colleges and Universities. Washington, D.C.: Government Printing Office, 1967, p. 17.

TABLE 4

ESTIMATES OF THE NUMBER OF BUSINESS AFFAIRS MEMBERS BY CATEGORY, 1975-1976

Title	Number of staff members from a sample of 1138 institutions[1]	Percentage of sample having the position	Estimated number of staff members from a universe of 3018 institutions[2]
Chief business officer	1022	89.8	2710
Chief personnel officer	235	20.7	625
Chief budgeting officer	251	22.1	667
Director, personnel services	537	47.2	1424
Affirmative action officer	229	20.1	607
Director, physical plant	904	79.4	2396
Purchasing agent	508	44.6	1346
Director, food services	332	29.2	881
Comptroller	566	49.7	1500
Director, student housing	434	38.1	1150
Manager, bookstore	647	59.6	1717
Staff legal counsel	79	6.9	208
Chief health affairs officer	197	17.3	522
Director, student union	428	37.6	1135

[1]Source: Malott, F. Stephen; Mensel, R. Frank; and Royer, Jeanne T. 1975-1976 Administrative Compensation Survey Research Report. Washington, D.C.: College and University Personnel Association, 1976, p. 16.

[2]The 3018 institutions listed in the 1974-75 Education Directory were used as the universe figure.

and descriptions and asked to note the compensation for those positions which their institutions had. From the data the frequency of various business affairs positions is available. The percentage of the sample institutions having the designated positions was used to determine the nation-wide figures. The results are in Table 4.

2.2 Projected Needs Through the 1970s

Only two other reports have discussed the numbers of business affairs staff members; both were in the form of projected needs rather than actual counts. In a 1969 report by the Office of Education it was stated that an average of 250-300 chief college business officers' positions would need to be filled in each of the ten next years. When the needs for business managers and controllers were included, it was estimated that the openings would increase the manpower requirements to a range of 2000-2500 positions for the next 5 years (1969-1973) and perhaps as much as 6,000 over the next ten years (1969-1979) (U. S. Department of Health, Education and Welfare, 1969, p. 272). These projections show great inflations when compared to the Office of Education's projections for the earlier 1963-1969 period. The later figures are believed to be gross exaggerations of the actual 1970s staffing picture. The boom in community college growth and the soaring enrollments in all institutional types prevailed when the projections were prepared; the financial concerns were not in view.

Another investigation was restricted to junior college staffing predictions for 1965-1980. The results were based upon survey data, the trends as identified in the Junior College Directory and the information provided in the Education Directory, 1963-64. The researcher concluded that there would be a need for 1,041 new business managers for junior colleges for the period 1965 to 1980 (Schultz, 1965, p. 20). Tables 5 and 6 display some prediction details. Actual data are not available against which Schultz's calculations may be checked. The figures in Table 5 do however show progressively greater numbers of business officers needed through 1980 when, in fact, it is known that the number of two-year institutions has recently been increasing at a decreasing rate. Further, it is not known if the financial fears or the growth of two-year colleges could have caused an increasing need to develop business officer positions where they had not been before. This could be especially true with institutions where the superintendent of schools had previously handled the business aspects. It is conceivable that the development

of new positions in existing institutions could have compensated for some of the positions which Schultz had expected to develop in new institutions. But, putting conjecture aside, the shifts in institutional management structures and methods and the slowdown in the construction of new institutions cause these early projections to be used very cautiously when determining the potential pool of chief business affairs officers.

2.3 A Recapitulation

Within the 1970s no study has been conducted which has had as its purpose the determination of the number of persons in each business affairs category. Data gathered in the 1960s are very outdated and early projections of future needs and potential totals are highly questionable due to activities which occurred during the interim years. The most recent and possibly the most accurate data are provided in Table 2.

TABLE 5

PREDICTED NEED FOR ADDITIONAL JUNIOR COLLEGE CHIEF BUSINESS OFFICERS, 1965-1980

Type of Institution	Additional Chief Business Officers Needed			
	1965-70	1970-75	1975-80	Total for 15-year period
Public	191	230	255	676
Independent	30	31	32	93
Protestant	44	44	45	133
Catholic	42	46	51	139
Total	307	351	383	1041
Average No. Per Year	61.4	70.2	76.6	

Source: Schultz, Raymond E. Administrators for America's Junior Colleges--Predictions of Need 1965-1980. Bethesda, Md.: ERIC Document Reproduction Service, ED 011 757, 1965, p. 21.

TABLE 6

APPLICATION OF FACTORS FOR DERIVING PREDICTIONS OF NEED FOR JUNIOR COLLEGE CHIEF BUSINESS OFFICERS, 1965-1980

Type of Institution	Number of Institutions 1964-1965	Percentage with Chief Business Officers	Replacements		New Institutions		Total Need
			Rate per yr.	Number Required	Average Number per yr.	Staff new institutions	
Public	448	67%	5.5	346	33.3	330	676
Independent	95	78%	5.6	69	2.0	24	93
Protestant	97	79%	10.5	121	1.0	12	133
Catholic	58	91%	10.0	98	3.0	41	139
Total	698					407	1041

Source: Schultz, Raymond E. Administrators for America's Junior Colleges--Predictions of Need 1965-1980. Bethesda, Md.: ERIC Document Reproduction Service, ED 011 757, 1965, p. 16.

3. EDUCATIONAL AND EXPERIENTIAL CHARACTERISTICS FOR THE MAJOR BUSINESS AFFAIRS POSITIONS

The discussions of the educational and experiential backgrounds of business affairs staff persons are divided into two areas:

1) The actual backgrounds as reported through research

2) Opinions of what is the most desirable base for business officers.

In both areas the overwhelming majority of the attention focused upon the chief business officer. No specific mention was made of several major position holders while others received only scant treatment.

3.1 Actual Educational Experience

Table 7 provides a composite picture of the research investigating the educational backgrounds of those in business affairs. The data indicate:

- Over 50% of the chief business officers have a master's degree or a doctorate.

- Within the past ten years there has not been a distinct trend toward higher levels of academic achievement among business officers.

- Chief business officers in public institutions have a higher likelihood of possessing a doctorate than those in private institutions.

- Chief business officers are most likely to have a master's degree as their level of highest attainment.

- Accounting, purchasing, physical plant and the auxiliary enterprise management staff have a bachelor's degree as their most frequent level of attainment.

- Business and education were major areas of study.

TABLE 7

EDUCATIONAL EXPERIENCE OF BUSINESS OFFICERS
(AS PERCENT OF SAMPLE)

Researcher	Population	Sample Size	Institutional Type	No Degree	C.P.A.	Assoc.	Bachelor's	Master's	Doctorate
Schultz (1965, p. 26)	Chief Business Officer	Participants represented 92% of the public, 78% of the independent, 86% of the Protestant and 60% of the Catholic junior colleges listed in the Junior College Directory		9% 32% 22% -			33% 21% 50% 37%	49% 27% 26% 63%	9% - 2% -
Caughey (1966, p. 895-A)[1]	Business Managers	116	Junior Colleges	3%		6%	33%	51%	7%
U.S. Dept. of H.E.W. (1966, p. 11)[2]	Chief Business Officers	367	Public universities, liberal arts colleges and junior coll.	4%	5%		35%	45%	11%
		373	Private universities, liberal arts coll. and junior coll.	2%	7%		43%	42%	6%
U.S. Dept. of H.E.W. (1967, p. 17)[3]	Chief Business Officers	1568 149	Universities, technological institutions, 4-year coll. and 2-year institutions				53% 92%	43% 8%	4%

TABLE 7 CONT.

Researcher	Population	Sample Size	Institutional Type	No Degree	C.P.A.	Assoc.	Bachelor's	Master's	Doctorate
U.S. Dept. of H.E.W. (1967, p. 17)[3]	Accounting and Purchasing Officers	2421					80%	19%	1%
		51					47%	53%	
	Physical Plant Management staff (including eng.)	1793					88%	11%	
		58					91%	7%	2%
	Auxiliary Services Management Staff	3740					84%	15%	1%
		430					82%	14%	4%
Goss (1971, p.3208-A)[4]	Chief Business Officers	88	Community colleges over 1,000 enrollment					58%	
Bowers (1973, p. 1094)	Chief Business Officers	98	Community colleges					Over 50%	
Cullen (1973, p. 2325-A	Business Managers	238	Community colleges	11%			39%	55%	6%

[1]Sixty-eight of the respondents reported business as their undergraduate major; 55% reported an education or education administration major. Fifty percent of the total graduate majors were in administration: education - 73%; business - 27%.

TABLE 7 CONT.

[2]The major field of academic preparation for those working in public institutions was business administration (N=165), education (N=130), and liberal arts (N=38). Administrators in private institutions received training in similar areas.

[3]The larger figures which are on top relate to full-time staff; the bottom figures represent part-time staff.

[4]Of the business officers who had master's, 31% were business administration majors and 34% were education majors.

3.2 Previous Work Experience of Business Officers

> Corson has made several statements regarding the pre-service experience of business officers: (These individuals) seldom come from the academic ranks, they are recruited from a variety of sources--frequently from among retired military officers. They often bring to their assignments a limited understanding of, and often limited curiosity as to, academic objectives (1975, p. 159)...The bulk of the personnel engaged in these activities are hired from the same pool of manpower upon which the banks, stores, manufacturing plants, and other business enterprises and governmental agencies draw...Many individuals (perhaps two-thirds) who head various business-like activities--when appointed--have little familiarity with higher education (1975, p. 207).

Only three studies have been discovered which reveal the actual previous work experiences of business officers. Although two were conducted about a decade ago, they do confirm Corson's statements. One study explored the backgrounds of business officers in universities, liberal arts colleges, and junior colleges. Remarkably, 219 of the 367 in public institutions had not held another position in a college business office before becoming chief business officer. Of the 148 who had, the main length of service was 9 years. The number who had experience in business other than college was 261. They had a mean length of nine years outside experience. The authors concluded, "Apparently the business world is providing as much training for top managerial positions as is the college business office" (U. S. Department , 1966, p. 12). With the private representatives the data was similar. A large number, 225 out of 373, had not had higher education business experience and yet 285 had outside business experience.

The data from the second study is reported in Table 8.

The third empirical study uncovered the previous educational and work experiences of 117 personnel administrators in midwest colleges and universities. It was learned that over half majored in areas other than personnel administration and that nearly half worked 5-10 years before going into personnel administration (Smith, 1974, pp. 7018-7019-A).

3.3 Opinions Regarding the Most Desirable Educational and Work Experiences

TABLE 8

IMMEDIATE PRIOR POSITION OF JUNIOR COLLEGE CHIEF BUSINESS OFFICER (PERCENT BY TYPE OF JUNIOR COLLEGES)[1]

Immediate Prior Position	Public	Independent	Protestant	Catholic
A. Within same institution	26	38	5	63
B. Another junior college	4	5	0	0
C. Small college or university	11	10	11	0
D. Elementary or secondary school	29	10	9	12
E. Religious organization	0	20	14	13
F. Other (including grad. school)	30	17	51	12

[1]Data from this study are considered representative since responses came from 92% of the public, 78% of the independent, 86% of the protestant and 60% of the Catholic junior colleges listed in the Junior College Directory.

Source: Schultz, Raymond E. Administrators for America's Junior Colleges--Predictions of Need 1965-1980. Bethesda, Md.: ERIC Document Reproduction Service, ED 011 757, 1965, p. 24.

A study by Waite (1966) was conducted to determine the educational background and experience recommended for junior college business managers. The majority of the 17 business officers participating agreed that the business manager should have accomplished the following:

1) taken prescribed courses in business administration and in education

2) achieved a degree in both

3) received a master's degree

4) served an internship

5) received both business and teaching experience.

Although this study was restricted to one institutional type and a small sample, the results are heavily supported by the opinions of others as indicated in Table 9. The data also show that the desirability of further education has increased through time. The most important learning, however, is that there is a large discrepancy between the actual level of experience and education and that which is recommended.

3.3.1 Recommended Educational and Experience Requirements for Business Affairs Major Categories

The recommendations which appear in Table 9 were suggestions made for business affairs members in general or for the chief officer. Below are the scarce comments directed toward specific sub-categories:

- "The (physical plant) director should have a background of responsible management for a reasonable length of time...He should be a professional administrator with a technical education in engineering or architecture, although in a large organization where he will have assistants with proper technical backgrounds, a business administration training could qualify" (Knowles, 1970, p. 7-7).

- The director of security department, who is generally a key member of the physical plant staff or who reports directly to the top business officer, should be experienced in law enforcement or private security. Some institutions require all security officers to be enrolled in degree granting programs (National Committee, 1974, p. 127).

- "In the case of business managers, it might be argued that qualifications other than a graduate degree are more important. Technical requirements for this position can be met through a combination of experience, business school attendance, and/or an undergraduate business degree" (Schultz, 1965, pp. 26-27).

- Regarding Personnel Directors - "The potential involvement of this administrator in substantial (academic) personnel judgments will be increased if the incumbent has an academic background" (Bucklew,

TABLE 9

THE EDUCATIONAL AND EXPERIENTIAL BACKGROUND RECOMMENDED FOR BUSINESS AFFAIRS ADMINISTRATORS (LISTED BY PUBLICATION DATE)

Authors	Education Courses	Business Courses	Bachelor's Degree	Master's Degree	Doctorate	Internship	Education Experience	Business Experience
Lindsay and Holland (1930, p. 77)	x	x	x					
National Committee (1952, pp. 11-12)	x	x	x	x (Some grad. work desirable)			x	x
Russell (1954, pp. 27-30)	x	x		x (At least 1 yr. grad. work)		x		
Burns (1962, p. 138)		x		x (A minimum)	x (Advised)			x
Henderson (1964, pp. 58-59)[1]	x	x		x	x	x		
Silver (1964, pp. 3370-3371)				x (A minimum)			x	x
Caughey (1964, p. 895-A)[2]	x	x				x		x

TABLE 9 CONT.

Authors	Education Courses	Business Courses	Bachelor's Degree	Master's Degree	Doctorate	Internship	Education Experience	Business Experience
U.S. Department of H.E.W. (1969, pp. 272-273)	x	x				x	x	
Jackson (1974, p. 3763)[3]		x		x				
	x	x		x	x (Recommended by 2)			
Dressel (1974, pp. 103, 114-116, 129)	x	x				x		

[1]Henderson recommended a joint business-higher education doctorate for those seeking the highest business affairs positions and a business administration degree for those becoming insurance officers, purchasing agents, and accountants.

[2]The opinion of junior college business officers as reported by Caughey.

[3]The top notations indicate the majority opinions of 48 southern public junior college business officers; the bottom marks refer to the opinion of 34 of their chief executive officers.

1973, p. 31).

- "The staff of the food service should include persons trained professionally in dietetics, home economics, and institutional management" (National Committee, 1955, p. 63).

3.3.2 Suggested Course Content

The specific subjects recommended for those interested in preparing for a business affairs career in higher education include: academic fund accounting, business management, and finance; organization and administration, law, purchasing and supply administration, maintenance and operations, personnel administration, human relations, data processing, collective bargaining, budgeting, and leadership development (Caughey, 1966, pp. 894-895-A; Henderson, 1964, p. 59; Smith, 1974, pp. 7018-7019-A; Waite, 1966, p. 10 ; Whims, 1974, pp. 1410-1411-A).

4. BUSINESS AFFAIRS PRIMARY TASKS

Writers of business affairs most often speak in terms of the functions of the business departments rather than activities or tasks. The tasks which were implied or expressed in the literature appear below.

4.1 Chief Business Officer's Tasks

The following are activities of the chief business officer:

1) In conjunction with the business affairs staff formulate business policies, develop operating procedures, establish accounting and reporting methods, coordinate day to day responsibilities (National Committee, 1974, p. 7; U. S. Department, 1962, p. 22).

2) Participate with the president and the chief academic officer in the preparation of the institutional budgets; assume responsibility for the collation and consolidation of the final draft; direct the budgetary controls for the institution (National Committee, 1974, p. 7; U. S. Department, 1962, p. 22; U. S. Department, 1966, pp. 9-10).

3) Assume responsibility for the recruitment and development of nonacademic staff (National Committee, 1974, p. 7; U. S. Department, 1962, p. 22).

4) In cooperation with the director of student services, formulate policies and procedures governing financial relations with students and with the operation of auxiliary enterprises (bookstores, dorms, cafeterias, recreational facilities, etc.) which relate to student life (National Committee, 1955, pp. 77-78; U. S. Department, 1962, p. 22).

5) Formulate policies and procedures, and provide for the collection, custody, investment, disbursement, accounting and auditing of all monies; handle negotiations for loans and other financing; and maintain a system of financial and related statistical reporting (National Committee, 1974, p. 7; U. S. Department, 1962, p. 22).

6) Assume responsibility for physical plant operation and maintenance; formulate policies and procedures for the development and management of the physical plant,

including custodial care, sanitation, and fire and police protection (National Committee, 1974, p. 7; U. S. Department, 1962, p. 22).

7) Conduct the business phases of physical plant planning and the supervision of construction (National Committee, 1974, p. 7; U. S. Department, 1962, p. 22).

8) Develop policies and procedures and aid in planning the procurement of goods and nonpersonnel services, including pre-auditing of acquisitions or rentals, and provisions for warehousing, distribution, control, and disposition (National Committee, 1974, p. 7; U. S. Department, 1962, p. 23).

9) Coordinate service operations, e.g. printing, duplicating, mail and message service, binding, and machine computing and tabulating (National Committee, 1974, p. 7; U. S. Department, 1962, p. 23).

10) Insure the preparation of an annual report of the institution's financial status (U. S. Department, 1962, p. 23).

11) In cooperation with others, develop position description for each subordinate (U. S. Department, 1962, p. 23).

12) Delegate responsibilities which have been assigned to the chief business officer by the president (U. S. Department, 1962, p. 23).

13) Act as the financial advisor to the president and the governing board (National Committee, 1974, p. 5).

14) Communicate to business organizations, faculty committees, the administrative council and to others the way the resources are used to achieve institutional goals (National Committee, 1974, p. 8).

4.2 Comptroller's Tasks

Although the functions of accounting and financial reporting are frequently cited as major business affairs responsibilities, a precise and thorough description of the tasks handled by persons assuming these responsibilities is absent in the literature. The published material either concentrates on the "how-to's" of the comptroller's activities

or provides an overly terse sketch of the activities. The following is a collection of their activities as taken from the abbreviated descriptions:

1) Prepare financial reports for timely use by all levels of operating management and executive management (Maynard & Stammerman, 1974, p. 170; The Encyclopedia, 1971, pp. 502-503).

2) Develop sound public relations through prompt bill payments and periodic reports showing uses of income (The Encyclopedia, 1971, pp. 502-503).

3) "Allocate available manpower in the controller's office for performance of necessary duties" (Maynard & Stammerman, 1974, p. 170).

4) Maintain daily accounts (The Encyclopedia, 1971, pp. 502-503).

5) Effectively and creatively use computer capabilities in the performance of other tasks (Bolton & Genck, 1971, p. 284).

4.3 Purchasing Agent's Tasks

The following are considered to be the activities of an effective purchasing department (National Committee, 1974, pp. 97-98):

1) "Prepare, with the cooperation of the using departments, delivery schedules and quality and quantity specifications for items and services to be purchased."

2) "Provide using departments with current information on new products and services, alternative materials, and costs."

3) "Encourage competition among vendors through negotiation, competitive bidding, and contract buying."

4) "Insure that purchase orders and contracts contain all necessary conditions, such as guarantees, warranties, governmental regulations, shipping instructions, f.o.b. points, and credit terms and discounts allowed."

5) "Develop records as needed to determine requirements of the institution for supplies, services, and equipment."

6) "Maintain adequate records and files of requisitions, purchase orders, vendors, catalogues, product information, and prices."

7) "Arrange for control and disposal of surplus equipment and supplies, salvage, and scrap."

8) "Advise and assist other departments that have been delegated some purchasing functions."

9) "Explore and use possible advantages of inter-university, consortia, or cooperative purchasing programs."

10) Develop and encourage standard specifications for items performing the same function in different departments.

11) Maintain a continuous program of testing and research.

12) Be responsible for the observance of government procurement regulations.

13) Supervise such activities as duplicating centers, photographic departments, travel reservations, ticketing services and vending machines.

14) Cooperate with other departments, including the physical plant, in the planning and construction of new buildings and in major alterations of existing buildings.

4.4 Personnel Director's Tasks

The major activities of a well-developed personnel department have been described as follows (National Committee, 1974, p. 67):

1) "Assist administrators in clarifying the organization of the staff and workload in their departments."

2) "Enable administrators to develop and maintain fair and equitable compensation policies and practices."

3) "Facilitate staffing of the organization with competent employees."

4) "Insure that the institution complies with federal and state laws relating to employment and maintains data for federal, state, and local personnel audits and reports."

5) Assist employees in understanding the organization and identifying with it through orientation programs, etc.

6) "Encourage and assist department heads and supervisors in initiating and maintaining orientation, training and development programs..."

7) "Facilitate communication among administrators, supervisors, and employees about personnel matters."

8) "Provide procedures for resolving grievances."

9) "Assist administrators in interpreting and reacting to concerns of employee organizations, unions, and special-interest groups."

Key functions related to these activities include position classification; compensation and benefits; employee relations; recruitment, selection, and promotion; affirmative action programs; orientation and training; performance evaluation; organization and manpower planning and development; labor relations; records; and sometimes safety.

4.5 Auxiliary Enterprise Director's Tasks

The enterprises which may be located within the business affairs division, at least for their business properties, include: student unions, stores, rental facilities, vending services, recreational areas, faculty clubs, laundries, dormitories, food services, print shops, certain parking facilities and frequently intercollegiate athletics. No concise task descriptions were found in the literature for those who operate an assortment of auxiliary enterprises. This could easily result from the variations in staff structures, the number of enterprises operated or contracted, and the variety in tasks demanded for each enterprise.

The following, however, are a few activities found in the literature which were believed to be common to the operation of any of the enterprises:

1) Develop procedures and practices to manage the enterprise. A clear definition of responsibilities, authorities and reporting procedures must be made (National Committee, 1974, p. 103).

2) Serve as contract liaison between the institution and the contract service agency for those enterprises conducted by outside sources (National Committee, 1974, p. 103).

3) Continuously strive to relate the enterprise activities to the objectives of the institution (National Committee, 1974, p. 103).

4) Evaluate the services in relation to their goals and analyze the costs through a comparison with their commercial counterparts (National Committee, 1974, pp. 103-104).

5) Maintain strong positive public relations (Scheps, 1964, p. 46).

6) Develop the enterprise budgets in conjunction with the chief business officer (National Committee, 1974, p. 108).

7) Train and develop the staff (Buchanan, 1967, pp. 101-102; Wikoff, 1974, pp. 33-34).

4.6 Physical Plant Director's Tasks

McVey and Hughes point out the varied tasks of the building and grounds officer by saying the individual "employs, cleans, gardens, repairs, paints, mends, builds, estimates, selects, plans, draws, disciplines, watches, observes, listens, transports, confers, orders, collects, catalogs, inventories, analyzes, experiments" (1952, p. 117). Other writers have noted the following activities to be assumed or delegated by those responsible for the plant management:

1) Develop contracts with architectural, engineering and landscaping firms; coordinate their efforts with the college planners; develop a list of qualified bidders (Knowles, 1970, p. 8-5; U. S. Department, 1966, p. 11).

2) Maintain, make alterations, and provide custodial services for the buildings and facilities (Knowles, 1970, p. 8-4).

3) "Build or handle relations with outside contractors, engineers, and architects" (Knowles, 1970, p. 8-5).

4) Maintain and police roadways, walks, paths, and parking lots (Knowles, 1970, p. 8-5).

5) Maintain and plan future needs for utility services, e.g. electricity, gas, water lines, conduits, and controls (Knowles, 1970, p. 8-5).

6) Handle negotiations with city, state, and federal government agencies regarding uses of property, utilities,

licenses, permits, and compliance with codes for all construction and alterations (Knowles, 1970, p. 8-5).

7) "Buy equipment and supplies for the physical plant; dispose of excess equipment" (Knowles, 1970, p. 8-5).

8) "Maintain up-to-date plans and issue indexed plans and maps of campus periodically" (Knowles, 1970, p. 8-5).

9) Supervise and define the responsibilities for security police and watchmen (Knowles, 1970, p. 8-5).

10) "Maintain property and equipment inventories showing uses and values" (Knowles, 1970, p. 8-5).

11) Administer use and maintenance of all university-owned vehicles, the rental of buses and equipment and the operation of garage and repair shops if feasible or needed (Knowles, 1970, p. 8-5).

12) "Operate a warehouse, keeping inventories of supplies and equipment" (Knowles, 1970, p. 8-5).

13) Review operations to judge the degree of efficiency and economy (Knowles, 1970, p. 7-7).

5. MAJOR IN-SERVICE TRAINING PROGRAMS

There are four primary sources of in-service training programs for business officers:

1) Workshops and annual meetings conducted by the National, Southern, Central, Eastern, and Western Associations of College and University Business Officers.

2) Summer institutes sponsored by higher education institutions, some with the support of outside agencies or associations.

3) Programs sponsored by specialized professional associations.

4) Training activities developed by business officers for their institution's staff.

5.1 NACUBO and Regional Programs

The programs offered by these associations are presented to meet the immediate, pragmatic needs of business officers. The NACUBO workshops scheduled for 1976-77 are illustrative: assessment of financial health in small colleges; energy movement; financial management of contracts and grants; fringe benefits for small colleges; indirect cost rates; intermediate fund accounting; investment management - recent developments; legal aspects of college administration; management of physical resources; principles of finance and accounting for non-financial managers; salary negotiations; senior accounting officers; student aid administration; wage and salary administration for small colleges (National Association, 1976). Specialized programs are often designed to respond to the needs of those in different business categories, in different institutional types and at different levels of expertise. Occasionally workshop activities include other members of the academic community for such purposes as team building for budget preparation or to swap information (American Council, 1976; National Association, 1975a; National Association, 1975b).

5.2 Summer University-Sponsored Institutes

There are three principal long-standing summer institutes.

5.2.1 The University of California Program

Each summer the University of California at Santa Barbara and WACUBO sponsor workshops in college management. It is a three-year program with the subjects for the first two years required and the third year activities selected by the participants. Areas covered the first year include: higher education management; physical plant management, budget and planning; accounting; information systems; material management. Topics for the second year are auxiliary enterprises, higher education law, labor relations, management principles, governmental relations and occupational safety and health. The third year program involves problem solving through case studies (Western Association, [1976]).

5.2.2 The University of Kentucky College Business Management Institute

Sponsored by the University of Kentucky and WACUBO, the institute, similar to the California program, is composed of three sessions of study to be taken in consecutive order, one week each summer. Only the first year subjects are required. Again, the programs are short- rather than long range-oriented. Selected topics include: campus safety; legal problems; labor relations; risk management and insurance; financing higher education; space management; internal/internal audits; managing endowments (University of Kentucky, 1975).

5.2.3 The University of Nebraska at Omaha, College Business Management Courses

The week-long mini courses cover seven topical areas: basic lectures in college business management, accounting and budget preparation, purchasing, personnel, insurance and retirement programs, college law, auxiliary enterprises. The first course is required for first year participants; all others may be selected by first or second year participants even though recommendations have been made as to the participants' level. The Omaha program, as well as the California and Kentucky programs, provides no academic credit, only a certificate of completion (Division of Community Services, 1976).

5.3 Specialized Professional Association Workshops

Programs of particular interest to business officers within specialized areas are provided by their professional associations. Illustrative organizations are: the Association of College and University Auditors; National Association of College Auxiliary Services; Council of Educational Facility Planners; National Association of Educational Buyers; Association of College and University Housing Officers; Association of College Unions - International; Association of Physical Plant Administrators of Universities and Colleges; College and University Personnel Association (Management Division, [1974]).

5.4 Institution Based Development Programs

Some institutions (e.g. The University of Michigan, Purdue, University of Minnesota, Ohio State University, University of Missouri System, Indiana University, University of Illinois, University of California System, University of Wisconsin) have comprehensive training and development programs for all levels of personnel. The director of these programs may report to either the personnel officer or to the chief business officer (Walsh, 1972, pp. 32-33). Another in-service development approach is the establishment of a voluntary Management Development Planning and Coordination Committee to increase the skills of middle managers campus-wide (Wagner, Sovilla & Andrews, 1974, pp. 15-17). Business officer skills may also be gained by the creation of business representative positions within academic departments. By learning the complexity of business activities within an academic area, the officer develops skill for higher level business positions (Jenkins, 1970, p. 65). And finally, the most common type of in-service training is that developed within the department itself or through the coaching of the supervisor. With regard to this form of training Knowles (1970, p. 6-54) cautions: "If traditional tasks and attitudes are perpetuated through nonselective on-the-job training, there is, in truth, no training taking place."

5.5 Additional Training Sources

The most comprehensive collection of in-service training information is found in the annual publication, A Guide to Professional Development Opportunities for College and University Administrators--Seminars, Workshops, Conferences, and Internships (Management Division, 1974).

6. TRAINING RECOMMENDATIONS

Based upon a thorough literature review the following suggestions are made regarding the content and delivery of business officer training programs and materials:

1) Because of the multitudinous roles assigned to chief business officers and to the department heads, it is recommended that training in work delegation and time allocation be considered. This recommendation has received repeated support in the literature but no response from those designing the training programs (APPA Tackles, 1971, pp. 41-42; Bohme, 1973, pp. 3-4; Drucker, 1954, pp. 346-348; Lahti, 1970, p. 62; Lewis & Dahl, 1975; March, 1974, pp. 415-420; Millett, MacLean & Avery, 1972, p. 43; U. S. Department, 1966, pp. 13-14). Time allocation reporting forms should be produced in easy to code, machine readable form. Guidelines for analyzing the results in terms of stated goals and expected results also demand development. And, as described by Lewis and Dahl (1975), an instrument which randomly provides signals for recording activities should be used.

2) Women business officers are a distinct minority. Studies have indicated no more than 10 percent of the Chief business officers are females (Bowers, 1973, p. 1094-A; Caughey, 1966, p. 894-A; Cullen, 1973, p. 2325-A; Ingram & King, 1968, p. 211). To avoid discouraging females in their careers, authors of training materials should avoid the heavy use of male pronouns which currently prevails in the literature. Further, training materials must not only be developed for the top management but rather they should also aid in the advancement of middle managers. In this way, with greater skills, the women may have increased job opportunities. And finally, Smith (1974, pp. 7018-7019-A), when studying personnel administrators, learned that females expressed a stronger need for training than males. It therefore may be beneficial to institute at least one workshop in a package of activities which focuses on the particular needs and interests of women business officers. This would help to destroy any reluctance in attending a male dominated conference.

3) Skills in "how to train others" are needed by those in business affairs for numerous reasons: to prepare staff to assume vacancies and to more efficiently and effectively respond to changes in methods or procedures, to fill the gaps in higher education training programs, to aid personnel administrators in accomplishing their training responsibilities, and to assist business officers in devising programs which range from energy conservation to budgetary procedures (Burns, 1966, pp. 65-67; Wikoff, 1974, pp. 33-34).

4) The development of communication skills was the recommendation made most often in the literature. Some authors expressed their interest with regard to particular business categories such as purchasing agents (Bacon, 1974, pp. 22-23), food service personnel (Buchanan, 1967, p. 102), security officers (National Committee, 1974, p. 128), bookstore managers (Scheps, 1964, p. 46), personnel administrators (Millett, MacLean & Avery, 1972, pp. 5, 19) and chief business officers (National Committee, 1974, p. 8). Others like J. I. Doi have stated their beliefs in more global terms. Doi has said: "I have seen the business officer reorganize, re-train, and re-orient his staff to work in a world of high speed data processing equipment, computers and computer printouts...But I have not been equally impressed by the business officer's capacity to adapt to new patterns of human relations" (Point of Pressure, 1970, p. 19).

But above all, the most resounding call for communication training is recognized in the repeated mention of the conflict between business officers and academics (Anderson & Salter, 1973, p. 23; Bender & Richardson, 1972, p. 36; Bohme, 1973, pp. 3-4; Corson, 1960, pp. 27-28; Corson, 1975, p. 276; Ingram & King, 1968, pp. 214-222; Johnson, 1973, p. 24; LaVire, 1970, pp. 121-122; Mansker, 1976, pp. 6194-6195-A; Millett, 1962, p. 228; Ness, 1971, pp. 21, 72-73; The Encyclopedia, 1971, p. 506; Wattenbarger, 1972, p. 279).

One way to attack these communication concerns would be to prepare training materials which could be used by faculty and business officers in joint training sessions.

5) Closely related to the presence of strained communications is the belief that business officers lack a clear understanding of their role in relation to the academic goals of the institution (Corson, 1975, p. 159; Horn, 1965, p. 60; Scheps, 1964, pp. 45-46). This fact coupled with the absence of clearly defined tasks within business affairs indicates the need for management by objectives training. Again, materials should be developed to display the cooperative aspects of academic and business activities.

6) Because of the chief business officers' and the department heads' wide span of control, it is particularly important that supervisory skills be maximally developed. The ability to motivate staff, coordinate units, and evaluate performance should be among the supervisory training outcomes (Bieber & Peterson, 1973, pp. 108-109; Burns, 1966, pp. 65-67). These activities which receive no attention at the major workshops could be packaged with "communications" and "how to train" education to form a comprehensive program on personnel relations for all business categories.

7) Various elements of the business affairs organizational structure (e.g. two officers reporting to the president, one reporting to the president and another to the board, the overextended span of control, mislocated departments) have been cited as barriers to efficiency (Burns, 1962, pp. 137-138; Ingram & King, 1968, pp. 212-213, 220; Knowles, 1970a, p. 11-74; McVey and Hughes, 1952, pp. 121-122; National Committee, 1952, pp. 6-7; Ness, 1971, pp. 22-23). It is therefore recommended that training in organizational theory and structure be available so that structures may be constructed which do not impede the attainment of goals.

8) The College and University Business Administration volumes (1952; 1955; 1968; 1974) and the national and regional business officers' workshops provide an adequate response to the immediate interests of business officers with respect to accounting procedures, federal regulations, collective bargaining, etc. In contrast, what appears to receive insufficient treatment by them is the cultivation of long-range planning skills. Likewise, long-range planning is typically ignored in higher education preparatory programs (Dressel, 1974, p. 114). A part of business affairs training should be to provide the challenge and the skills to examine existing information systems, budgetary procedures and department objectives; to explore alternatives and their outcomes; and to create procedures for implementing revisions (Bolton & Genck, 1971, pp. 284, 290; Smith, 1975, p. 5623-A; Wheatley, 1970, p. 59; Whims, 1974, p. 1411-A; Winkler, 1974, p. 4670-4671-A).

NCHEMS has developed planning-related training materials but they have not been received with unanimous approval. The following criticisms of NCHEMS products should be heeded by HEMI: the procedures recommended and the training materials lack systematic evaluation and testing, they take too much time and effort to utilize, top management understanding is absent since training is focused upon the middle managers, the products are too costly to implement, they have comparatively little usefulness in small institutions, the NCHEMS staff lacks experience in financial and business aspects (National Center for Higher Education Management Systems, 1975, pp. 26, 35, 37, 41, 43-44, 49).

9) Because a large portion of business officers assume their positions with business experience in non-educational settings, it is recommended that training materials be available which would help these officers adjust to the business practices unique to higher education.

10) The roles and training needs of public school

business officers which have been expressed in the literature parallel those of their counterparts in higher education (Casey, 1964; Hill, 1965; Hill, 1966; Jordan, 1969; Kaiser & Webb, 1974; Lavin, 1970; Magnuson, 1971; Sharp, 1968; Thompson, 1971; Wagman, 1975). For this reason it is recommended that the training tools for higher education officers be developed to include the K-12 business officers as part of the market. Not only could this be more profitable for HEMI but it may also be more appealing to users if the costs could be shared by more constituents.

11) Examples of actual training materials (e.g. case studies, games) created specifically for business officers were not present in the literature and have been requested but not yet received from NACUBO. Evaluations of the content and methods used in the NACUBO and other major business training programs have also not been published. Through personal communication with a NACUBO representative, it was learned that their program evaluations were not for public examination in order to preserve the identity of the presenters who were also evaluated (Sanjabi, 1976). However, the related literature drawn from experimental, industrial and corporate settings shows no conclusive evidence as to the effectiveness of simulation, games or case studies, teaching methods commonly used for business officer training (Dill, 1975, p. 3976-A; Glaser, 1962, pp. 240, 242; Schriesheim & Schriesheim, 1974, pp. 14-18; Sprick, 1973, p. 63; Thiagarajan, 1973, vi-viii; Voth, 1974, 6817-A). It is therefore suggested that further communication with users and evaluators be arranged before turning to these approaches on the basis of their popularity or the history of their use.

12) It will be recognized in the report that many references were published in the 1960s. Institutional staffing patterns, activities and training needs have changed since that time, but more recent, comprehensive studies have not been conducted. Therefore, instead of placing complete reliance on the findings of reported studies, it is recommended that a study be instituted to determine the needs and characteristics of today's business officers. Financial support should be sought from the national and regional business officers associations. Further, the paucity of evaluation and research articles in publication indicates the need to develop the business officers' research skills as Herman (1963, p. 33) has recommended.

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Appendix A

ORGANIZATIONAL CHARTS

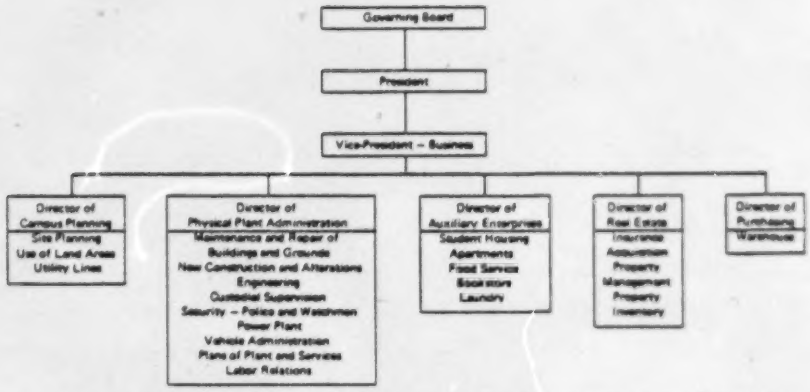


Fig. 1 *Organization of an office of business administration adaptable to a large or medium-sized college or university.*

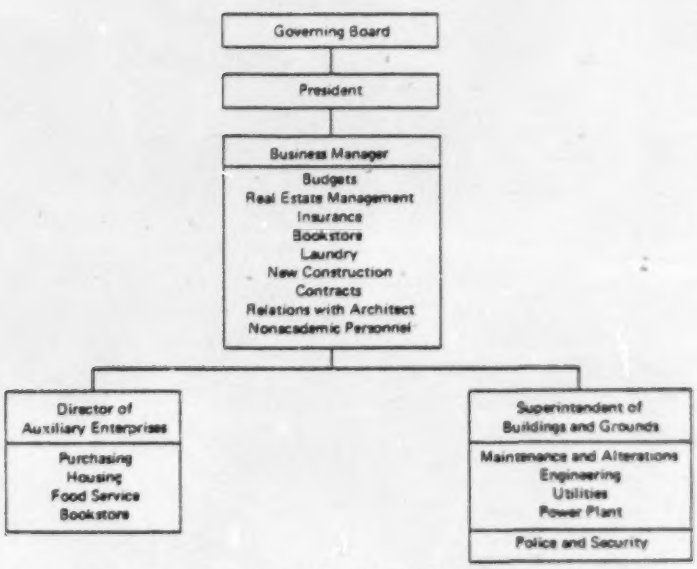


Fig. 2 *Organization of an office of business administration adaptable to a small college.*

Source: Knowles, Asa S., ed. Handbook of College and University Administration: General. New York: McGraw-Hill Book Company, 1970, p. 8-8.

Organization for Administration of Business and Finance

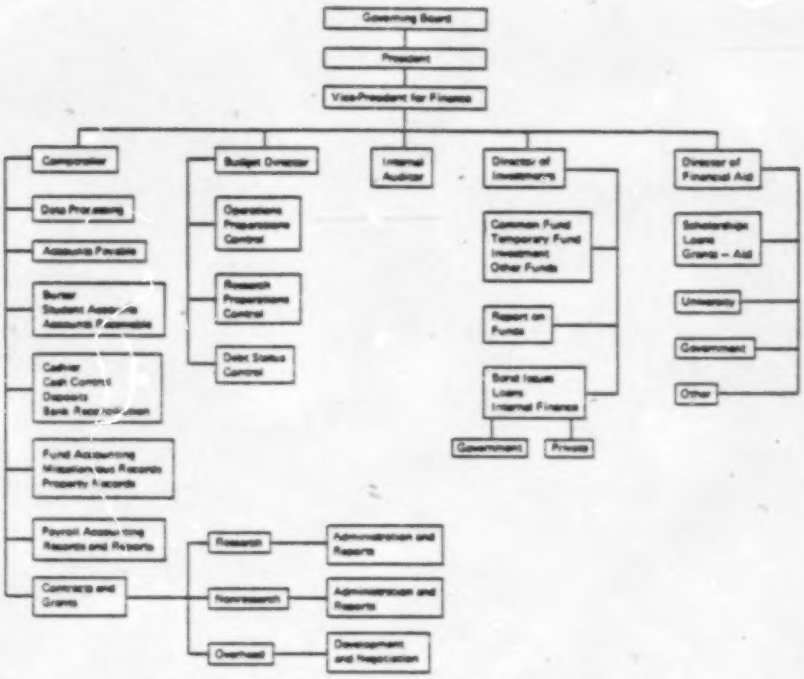


Fig. 3 *Organization of an office of finance adaptable to a large or medium-sized college or university.*

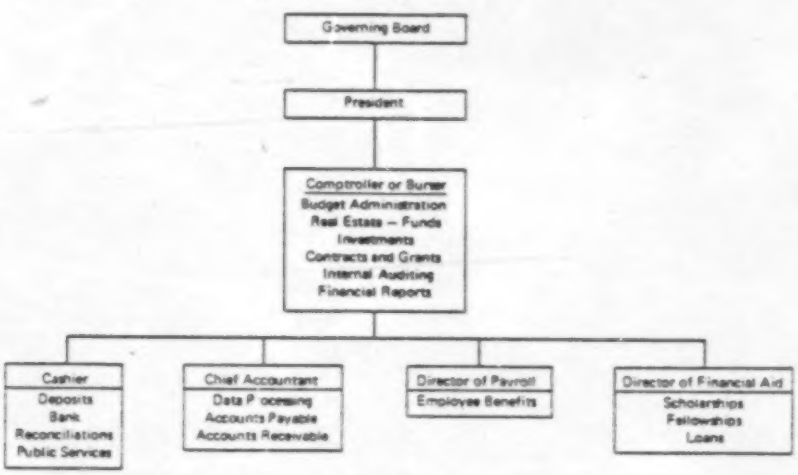


Fig. 4 *Organization of an office of finance adaptable to a small college.*

Source: Knowles, Asa S., ed. Handbook of College and University Administration: General. New York: McGraw-Hill Book Company, 1970, pp. 8-9-10.

Organization for Administration of Business and Finance

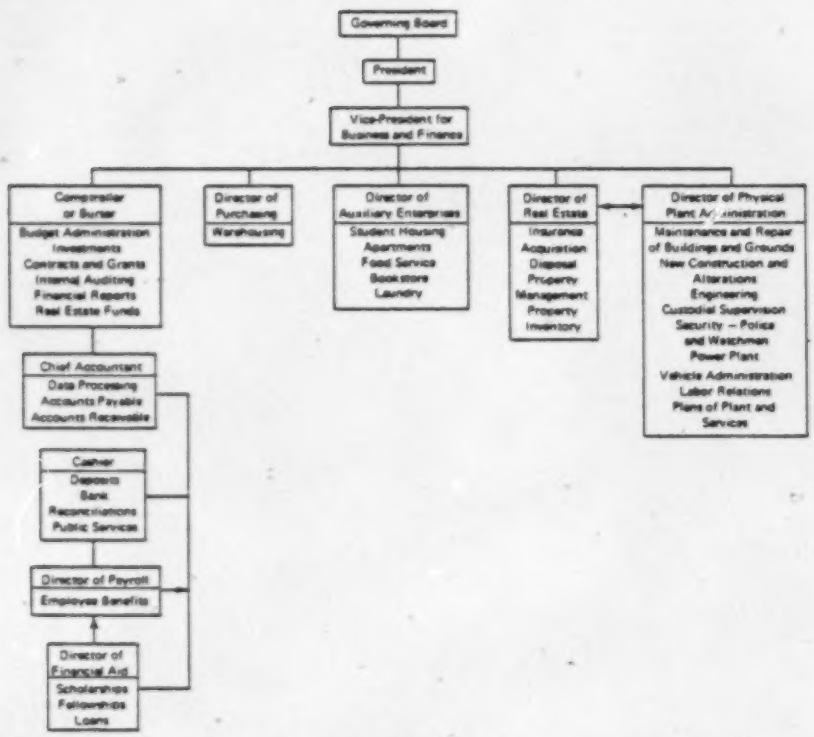
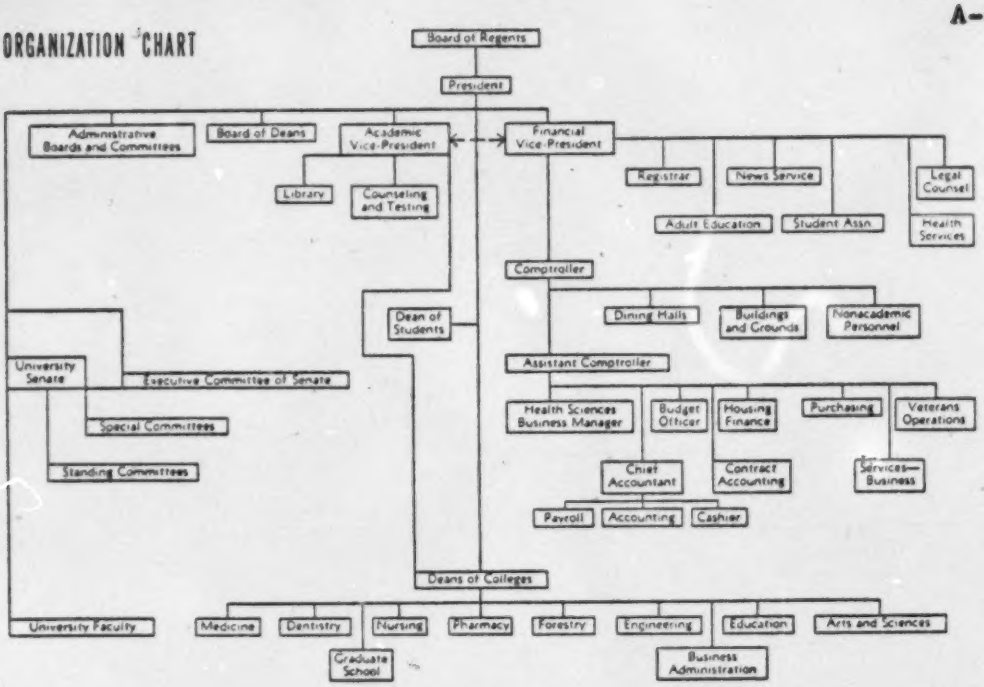


Fig. 5 *Organization of the business and finance office of a small, medium, or large institution.*

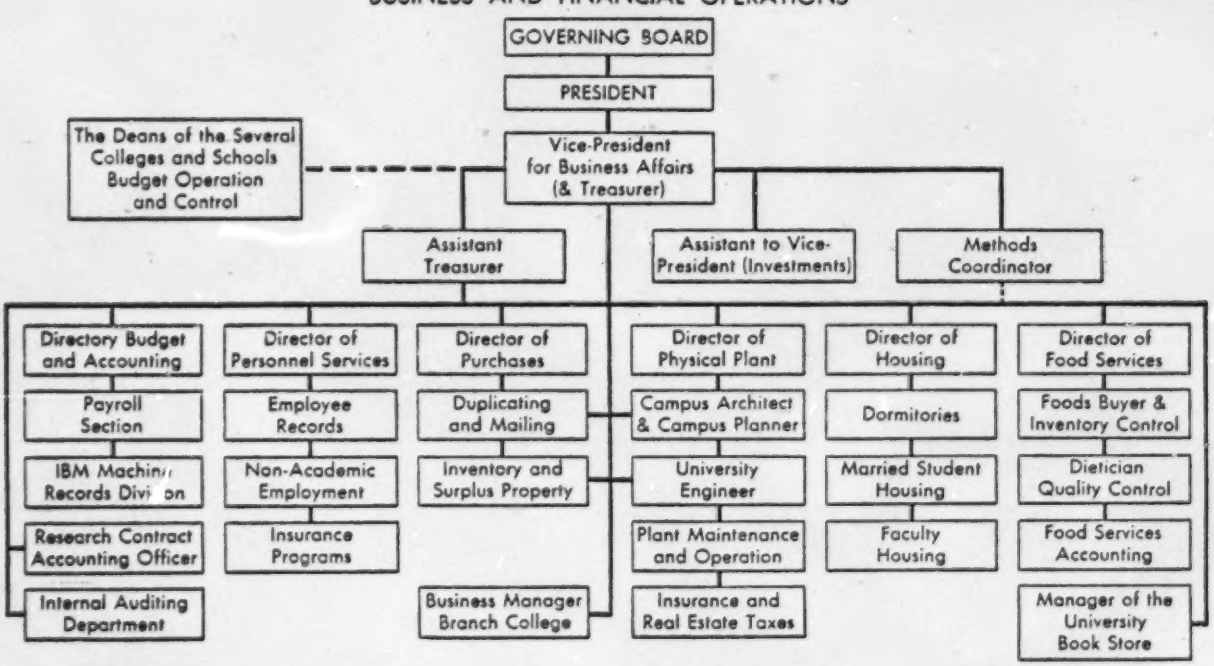
Source: Knowles, Asa S., ed. Handbook of College and University Administration: General. New York: McGraw-Hill Book Company, 1970, p. 8-11.

ORGANIZATION CHART



Source: Woodburne, Lloyd S. Principles of College and University Administration. Stanford: Stanford University Press, 1958, p. 22.

TYPICAL ORGANIZATION CHART OF BUSINESS AND FINANCIAL OPERATIONS



Source: Burns, Gerald P., ed. Administrators in Higher Education: Their Functions and Coordination. New York: Harper & Brothers, 1962, p. 137.